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ABSTRACT

This study investigated preservice foreign language teachers' preconceived ideas about language learning and teaching. Surveys were administered at the beginning and the end of two foreign language methods courses at different universities. Data analysis indicated that while many of the respondents' beliefs remained consistent throughout the methods course, some changed significantly due to the ideas presented and discussed in class. Beliefs that changed were related to such statements as: student motivation to continue language study directly relates to success in actually learning to speak that language; language learning ability is innate; it is important to repeat and practice a lot; and the inclusion of cultural material in second language courses increases student motivation to learn and speak the language. Beliefs that remained constant related to such statements as: it is important for students to learn rules of grammar; the teacher should always require that the response in the target language be linguistically perfect; simulated real life situations should be used to teach conversation skills; the ability to exchange ideas in a spontaneous context requires skills beyond a knowledge of linguistic structures; and language learning should be fun. (Contains 13 references.) (SM)

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*Foreign Language Methods Students' Beliefs About Language Learning and Teaching**

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*Foreign Language Methods Students' Beliefs About Language Learning and Teaching**

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The present study is an attempt to further the work initiated by Horwitz (1985) on future foreign language teachers' preconceived ideas about language learning and teaching. Two surveys were administered at the beginning and the end of two foreign language methods courses taught at different universities. Quantitative data from these surveys and qualitative data from student belief statements are discussed. Conclusions drawn from this study point to the need for educators to continue to provide their students with opportunities to examine their tacit beliefs about how languages are learned and should be taught.

INTRODUCTION

How we, as teacher educators, view and define the process of learning to teach determines the type of instruction and experiences that our teacher-learners receive during their professional development. Such development has traditionally been conceptualized as transmission, that is, the combination of presentation and practice. For example, during methodology courses, language teachers are introduced to a "codified body of knowledge about language, language learning, and language teaching . . . [and] a range of teaching practices or methodologies" (Freeman & Johnson, 1998, p. 402).

A key component is missing from this conceptualization of learning to teach: the important role of the teacher-learners' beliefs. The teacher-learners who enter the methodology course do not come empty-handed; rather, they bring with them beliefs and knowledge that serve as powerful advance-organizers through which the knowledge and experiences gained during their professional development are evaluated and consequently accepted, reformulated, or rejected. Thus, the teacher-learners' beliefs are an essential component of the process of learning to teach. Teacher education programs, instead of focusing their attention on transmitting knowledge, must begin to help teacher-learners' recognize, articulate, and reflect upon the knowledge and beliefs they already possess. By having opportunities to reflect on their beliefs and practices, teacher-learners become empowered. In other words, teacher empowerment occurs when control, rather than being external to the teacher her or himself, comes from within as the teacher examines and questions her or his beliefs, intentions, understandings and practices:

> [T]eacher empowerment does not occur without reflection and the development of the means to express justifications. Without such empowerment, teachers may become victims of their personal biographies, systemic political demands, and

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> ecological conditions, rather than making use of them in developing and sustaining worthwhile and significant change (Richardson, 1990, p. 16).

Such empowerment is essential since the process of learning to teach does not begin and end with the methodology course, rather, it is a life-long process (Armaline & Hoover, 1989; Britzman, 1992; Richardson, 1990; Zeichner & Liston, 1996).

Changing Paradigms in Teacher Education

The teaching profession is constantly evolving; novel or traditional ideas and perspectives emerge or re-emerge, thus calling for a re-evaluation of the status quo. Changes ranging from minor adjustments to complete paradigm shifts have been a defining variable throughout the history of education, and teacher education has not escaped such scrutiny and demands for transformation, although it has typically lagged behind (Freeman & Johnson, 1998; Richardson, 1996).

Prior to the mid-1970s, behaviorism and a process-product paradigm dominated the field of education. Behaviorism posited a hierarchical and transmittal view of knowledge, in which knowledge was transmitted in the following order: researcher, textbook, administrator, teacher educator, and teacher. Thus, inherent in this top-down structure, notions such as "expert" and "expertise" were valued and levied against teachers, who were positioned at the bottom of the hierarchy (Richardson, 1996). Teaching was conceptualized as "a set of discrete behaviors, routines, or scripts drawn from empirical investigations of what effective or expert teachers did in practice," and since it was assumed that behaviors were linked to learning outcomes, the goal of research became the search for optimal teaching behaviors (Freeman & Johnson, 1998, p. 399).

The effect of behaviorism and the process-product approach in the area of teacher education was manifested in the adoption of its transmission conceptualization of knowledge. A training model was used to guide the instruction of student teachers: a teacher educator transmitted "accepted" behaviors and techniques, as deemed by research, to the student teachers, and it was assumed that they learned skills from the model and changed their behaviors. Therefore, teacher change, as seen through the lens of behaviorism, consisted of an external demand placed upon the teacher by the "experts," i.e., the knowledge sources on higher levels of the hierarchy. Teachers were then required to internalize the externally mandated changes without question (Richardson, 1996).

Starting in the mid-1970s, a new body of educational research began to develop that challenged behaviorism and the process-product paradigm. It raised socio-political questions about teachers

and their role and epistemological questions about the nature of what teachers knew and how they acquired that knowledge (Elbaz, 1991; Freeman, 1996). This new concern for teacher thinking and socialization emerged "in high-profile research reports in the United States and in England and in the publication of two books that became highly influential: Philip Jackson's (1968) *Life in Classrooms*, and Dan Lortie's (1975) *Schoolteacher: A Sociological Study* (Freeman, 1996, p. 355). Lortie (1975), basing his work on that of Jackson, examined the powerful influence of schools and schooling. His concept of the "apprenticeship of observation" referred to the way in which teachers' past experiences as students within the educational system, during the approximately 13,000 hours spent in the schools, affect their beliefs and knowledge. Thus, schooling was believed to have more of an influence on teacher's classroom practices than any formal knowledge acquired during methods courses or student teaching. Consequently, this belief in the importance and tenacity of schooling prompted a questioning of the value of teacher education programs.

Following this initial impetus to place more attention on teacher socialization and thought, a constructivist conception of teaching had taken root by the 1980s. The world of teaching, according to the constructivist tradition, viewed teachers as constructors of knowledge rather than mere recipients and consumers (Richardson, 1996). Moreover, the constructivist conception of teacher change stressed the importance of teachers' control over when, why, and how change would occur and the fact that change is a constant variable in the learning-to-teach process (Richardson, 1994). Finally, the constructivist viewpoint challenged behaviorism's transmittal view of knowledge; it leveled the imposed top-down hierarchy. Teachers were no longer viewed as empty vessels waiting for "experts" to provide them with knowledge; consequently, the traditional training model of teacher education was replaced by one of teacher empowerment. The goal of teacher training was to provide the teacher-learners with tools that would help them construct their own knowledge by first recognizing their personal beliefs and conceptions of teaching and then joining them with their teaching practices. Teachers' construction of knowledge, accomplished on both a personal and social level, i.e., both through personal reflection and through engaging in open dialogue with others, formed the basis of the dynamic and continuous process of learning to teach.

Teacher Beliefs

Armaline and Hoover (1989) and Horwitz (1985) addressed the issue of understanding one's beliefs and knowledge about teaching. Specifically, they examined the influence of schooling and prior experiences on teacher-learners' beliefs and identity and how this tacit knowledge may be made explicit.

Armaline and Hoover (1989) used critical reflection to help students begin to articulate the beliefs that define their conception of teaching. Through the process of critical reflection, the exposed beliefs are open to scrutiny and then modification or replacement. According to these authors, teacher education must proceed in a series of steps designed to prepare student teachers for the culminating field experience. The initial activities are aimed at "dislodging students from belief systems rooted only in their own unexamined experiences of having been in schools as students" (p. 46). Providing the student teachers with core field and classroom experiences in which they are asked to evaluate and critique the teaching practices they both observe and demonstrate then challenges these initial beliefs. Activities such as microteaching and peer teaching serve as opportunities for such reflection on practice. Finally, the field experience allows for both practice teaching and reflection on practice so that the student teacher goes beyond "merely model[ling] the conventional activities of teaching and schooling" (p. 46).

Horwitz (1985) studied foreign language teachers' preconceived ideas about how languages are learned and how they should be taught. Over several years while teaching a methods class, Horwitz had her students fill out two instruments, the Foreign Language Attitude Survey (FLAS) [1] and the Beliefs About Language Learning Inventory (BALLI). Administered as the first activity of the methods course, the inventories assessed the teachers' beliefs in four main areas: foreign language aptitude, the difficulty of language learning, the nature of language learning, and appropriate language learning strategies. The purpose of having the students complete the inventories was to challenge student opinions and provide a type of advance organizer to subsequent course content. From her experience with these instruments, Horwitz concluded that they provided a systematic way of assessing language teachers' beliefs and allowing the teachers to consciously examine the beliefs that otherwise may have remained tacit. Nevertheless, she pointed to the need for research that would document whether the beliefs that surfaced as a result of completing the inventories were subsequently maintained throughout the teaching career of the methods students. The present study was an attempt to further Horwitz' work on pre-service teachers' beliefs about language learning and teaching, examining their beliefs both at the beginning and end of the foreign language teaching methods course.

METHODS

Participants included twenty undergraduate students enrolled in two foreign language teaching methodology courses at two different universities during the Fall 1999 semester. Most students were simultaneously enrolled in a practicum

experience at the high school or post-high school setting.

Both quantitative and qualitative methods were utilized. The two quantitative instruments were those used by Horwitz (1985): the Foreign Language Attitude Survey (FLAS) and the Beliefs About Language Learning Inventory (BALLI). For the purposes of the present study, three statements were added to the BALLI: numbers 28, 29, and 30. See Appendices A and B for copies of these instruments. Both surveys included a five-point Likert scale. They were administered at the beginning and the end of both methods courses. Qualitative data consisted of belief statements written by the participants at the beginning and end of the semester. Analysis of the survey data consisted of a Marginal Homogeneity test, the non-parametric version of a repeated measures t-test (p was preset at <.05. A Mann-Whitney μ test was also performed to determine whether there were differences between the responses of the two methods classes, and no significant differences were found ($p<.05$).

Results and Discussion

Significant Changes in Beliefs

The following section discusses five survey statements found to be significant; that is, statements for which a significant difference between the pre- and post-test means was found. Each statement is first presented with quantitative data from the surveys, and then followed by supporting quotes from the participants' belief papers.

Participants' responses to the first statement, "The student's motivation to continue language study is directly related to her/his success in actually learning to speak the language," illustrate that while at the beginning of the semester they remained neutral (x=3.32) at the end of the semester they moved toward agreement with the statement (x=3.73) (see Figure 1).

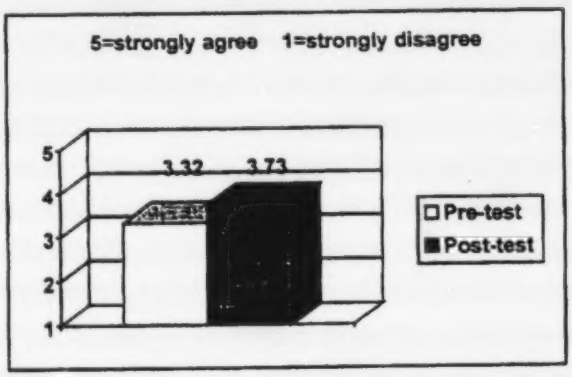

Figure 1. Means for "The student's motivation to continue language study is directly related to learning to speak the language."

This belief in the importance of motivation can be illustrated by the following quotes, taken from the participants' belief papers at the end of the course:

> Learning a foreign language requires much interest, joy and intrinsic motivation. To succeed in a foreign language

> is not so much the teacher's doing (well, of course the teacher can make the class interesting and fun instead of boring and dry and can explain grammar well) but the student's. His development is mostly dependent on his efforts.
>
> I will prepare learners to become intrinsically and extrinsically motivated and to enjoy the language throughout their lifetime.

It is interesting to note the difference in perspective between these two quotes. While the first participant focused on the students motivating themselves, the second chose to stress the teacher's responsibility to motivate the students. This contrast was reflected in many of the participants' belief statements.

The second statement was "Language learning ability is innate; therefore, everyone should be capable of learning a second language if she/he is capable of learning a first language." While staying relatively neutral, it is evident that the participants, at the end of the course, moved toward agreement with the statement (pre-course, x=2.77; post-course, x=3.32) (see Figure 2).

Participants' agreement with this statement is illustrated by the following quotes, taken from their end of the semester belief statements:

> I believe that all students have different learning abilities and with the right help from good teachers, they can become avid speakers of a second language.
>
> It is not easy to learn a second language and for some it comes more easily than to others, but every student should be encouraged to at least give it a try and with the help of the right teacher, they may end up achieving fluency.

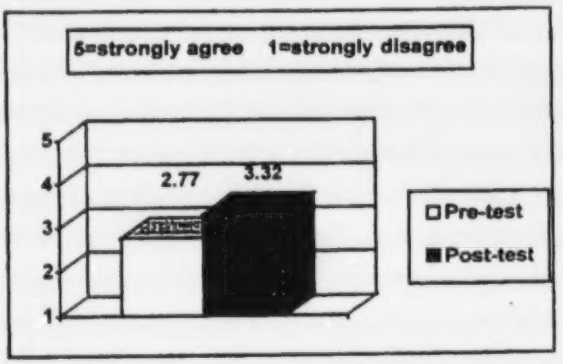

Figure 2. Means for "Language learning ability is innate; therefore, everyone should be capable of learning a second language if she/he is capable of learning a first language."

It is important to note that both methods courses included a discussion of the *Standards for Foreign Language Learning*, and one of the three main assumptions of the Standards is the ability of *all* students to be successful language learners. Thus, this discussion may have influenced participants' beliefs regarding this statement.

Regarding the next statement, "It's important to repeat and practice a lot," the participants agreed less with the statement at the end of the course (pre-course, x=1.59; post-course, x=2.14). (Note that 5=strongly disagree and 1=strongly agree—the scale was reversed on the BALLI). (see Figure 3). So while participants still agree with this statement, they do agree less strongly.

The first quote below was taken from a participant's pre-course belief paper, and it clearly demonstrates a strong belief in the value of repetition and practice:

> Second languages are learned through repetition. [...] When babies begin to learn their first language, they listen to the world around them and then begin to repeat what they hear. They constantly repeat words that they know that the adults around them give a positive reaction to hearing. [...] The students are in unfamiliar territory and starting off on new ground, just as babies are when they first attempt speaking.

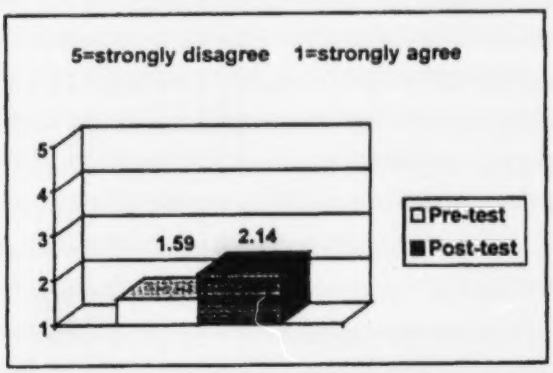

Figure 3. Means for "It's important to repeat and practice a lot."

This participant deleted the entire paragraph when revising her statement at the end of the semester. Another participant voiced her concern for the potential problems associated with repetition and practice. This quote was written at the end of the semester:

> Drill exercises tend to be too repetitive and the students may begin to despise the language because of the tedious task.

The fourth statement was "It is important to expose learners to the natural speech of native speakers." While participants agreed with the statement at the beginning of the course (x=1.81), they agreed even more strongly at the end of the course (x=1.43) (see Figure 4).

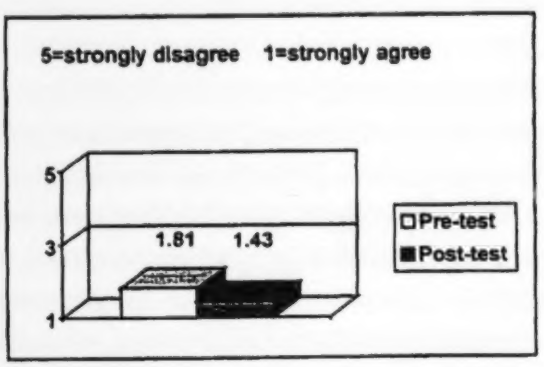

Figure 4. Means for "It is important to expose learners to the natural speech of native speakers."

Strong belief in the value of native speech is demonstrated by the following quotes, written at the end of the semester:

> Whenever possible, second language teachers should bring native speakers into the classroom, whether physically as guest speakers or through technological devices like taped dialogues and/or Internet.

> One of the discussions we've had in class that has reinforced my beliefs was about the role of negotiation of meaning as input for students. I feel that these ideas reinforced my belief that authentic conversation with native speakers is an important factor in learning a language.

These quotes, along with many others not included, demonstrate the participants' strong belief in the importance of exposing students to native speakers' speech.

The final statement was "The inclusion of cultural material in a second language course increases student motivation to learn and speak the language." While the participants agreed less strongly with this statement at the end of the semester, the pre-test mean of 4.86 was the highest of all pre- and post-test items and the post-test mean of 4.59 still expresses strong agreement with the statement (see Figure 5).

The following quotes, taken from the belief papers at the end of the semester, reveal participants' strong belief in the relationship between the inclusion of culture and student motivation:

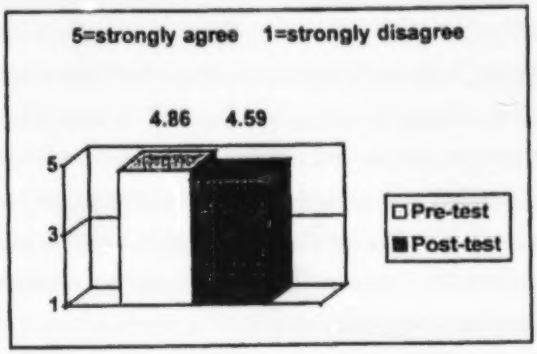

Figure 5. Means for "The inclusion of cultural material in a second language course increases student motivation to learn and speak the language."

> Cultural content is essential to the study of a language and will only serve to increase the students' interest and enthusiasm for the language. Important roles of the teacher are to peak students' interest in the language and make them want to learn the language by introducing them to other aspects of the language such as culture.

These quotes, along with numerous others not included, show the value the participants place on culture in the teaching of foreign languages.

room communication. They also led to the sharing of several bits of rather personal information about the teacher such as being an overweight child, not having a steady girlfriend in high school, going through a divorce, and the death of a beloved pet dog. I realize that some teachers may not feel comfortable discussing such personal issues in class with their students. In any humanistic activity, participants should always have a clearly understood option not to participate if they prefer, (Moskowitz, 1978). Likewise, in this activity the teacher controls the content of the dictation and has the option not to include whatever he chooses not to reveal. I myself was totally comfortable sharing these details, and I felt closer to the students for having done do.

Step two of this activity involved placing students into groups of four or five. Each group was to discuss the sentences and arrive at a group consensus as to what the untrue statements were. Of course, this was a communicative activity that required much discussion and negotiation of meaning. It also provided an opportunity for the teacher to observe and diagnose students' speaking proficiency levels. Each group reported their consensus to the class as a whole and the teacher finally revealed the false statement and elaborated on the discussion of each statement.

As a follow-up activity, students were asked to prepare for homework similar sets of true/untrue statements about themselves to share with others in small groups in the next class. I was very pleased with the success of the Teacher's Autobiographical Dictation activity: It captured the interest of the students; it immediately put them at ease with the daunting new foreigner in their midst and planted the seeds for a warm personal relationship and positive array of attitudes; it motivated them to use their English for real communication; and it provided me with the academic diagnostic information I needed for curriculum planning.

The Power Of Acculturation In ESL Learning/Teaching

So next I began considering what else I could do to maximize the development of communicative skills in this EFL environment. I had previously had plenty of teaching experience both in EFL and ESL contexts. It was painfully obvious that the most rapid and efficient development of English communication skills was in ESL contexts such as those of Saint Michael's English Language Programs where I currently teach. What exactly is it that promotes language learning and communication skills so well in the ESL context? Of course the obvious answer is the unlimited amount of exposure to English the total immersion environment provides; there is no substitute for quantity of exposure. But, to go beyond the obvious, let us try to examine some specific outcomes of the ESL immersion model that contribute to learners' success.

I have observed that some learners progress much better than others in the ESL context. These are the ones, I believe, who more actively engage themselves in a dynamic ac-

culturation process—a process that creates a multitude of interactions in which real communicative needs have to be satisfied for the learner's very survival. There are several aspects to this survival. (1) There is survival in terms of *basic human needs*. They have to interact in English to accomplish the numerous transactions involved in life: obtaining food and shelter, paying bills, buying things, etc. Lots of language learning takes place when our basic human physical needs are at stake. (2) Then there is survival in *the academic sense*. ESL students have to acculturate themselves to new expectations, processes, and norms of academic life in the United States. This aspect of acculturation also requires a lot of communication and language development as English becomes the sole vehicle for academic activity. (3) Thirdly, there is *social survival*. ESL learners in the United States must develop social relationships with others through English both outside the classroom and inside as well. Outside, the more successful learners seek out relationships with Americans and fellow ESL learners from other cultures. They make friends, and in the process develop their sociolinguistic competence. Inside the classroom too, there is a powerful social dynamic taking place. Students find themselves thrust into a random group of fellow learners who represent, ideally, a wide range of ethnic and cultural backgrounds. Their experiences differ greatly, as do their beliefs and values. They need to seek out common ground and create bonds in order to work and learn together as a cohesive unit. The learner becomes the representative of his or her culture and feels an obligation to describe and explain its ways as he or she finds out about the ways of others. It is a wonderful and beautiful acculturation process that is one of the best parts of ESL study.

Applying Acculturation Techniques In EFL Contexts

Of course diversity of this nature and its resulting acculturation processes do not exist in the EFL situation in locations such as South Korean universities. Comparing the EFL context to that of ESL point by point, first, there is very limited exposure to the target language and the target language fulfills little if any real communicative purposes. It is not used to provide basic human needs, it is not the vehicle for academic survival, nor is it used for social interactions. Rather than a diverse group of fellow learners using English to forge new bonds and exchange cultural information, the Korean students' fellows are already well known to one another and share virtually identical cultural backgrounds. In short, there are no acculturation processes to propel the language learning. There is no compelling need to communicate in English.

But soon I came to realize—perhaps as I struggled to open a bank account, buy a bus ticket, or greet a colleague in my elementary Korean—that there certainly was a dynamic acculturation process taking place. It was I, the helpless foreigner, who was engaged in the acculturation strug-

> tant to teach language uses that are common and acceptable in different situations. Students should know how to react appropriately in a social situation. For example, when I went to Spain and ordered a coffee for the first time I said something like 'Necesito un café'. The waiter laughed at me and I really wasn't sure why. I later learned that the verb 'necesitar" is only used in a certain context (of survival) and that I didn't use it correctly even though my sentence made sense grammatically speaking.

Another participant stated the following:

> An invaluable asset of foreign language acquisition is the ability to communicate with speakers of diverse languages, something that can be fostered through the use of and emphasis on communication skills in the classroom. Students need to be able to utilize these grammatical and vocabulary concepts to form understandable and communicative conversations to further their development and encourage cross-cultural interaction. This communicative ability is a valuable asset to the student in his ability to deal with an increasingly multicultural world and promotes an awareness and acceptance of cultural diversity within the classroom, the community and society as a whole.

Finally, the participants strongly agreed with the sixth statement, "Language learning should be fun."

> I stay strong on the idea that second languages should be fun. When I am thinking about lessons, the first thing I think of is 'Will this put the students to sleep?'. If the answer is anywhere close to a 'yes', I need to rethink my lesson.

> I believe all learning can and should be fun and meaningful. It is important to relate learning to students' lives in order to motivate them to want to learn. A teacher can be very creative teaching a foreign language and this can only help make it fun for the students.

While this final statement was not a central topic of discussion in the methods courses, it was mentioned by the majority of the participants in their belief papers.

Conclusions and Future Directions

Foreign language methods instructors need to move away from a transmission view of teaching by recognizing that students bring beliefs with them into the methods course. During their apprenticeship of observation (Lortie, 1975), that is, the many hours spent as students in language classrooms, they formulated beliefs about how languages are learned and how they should be taught. As was seen in the data, many of these beliefs remained consistent throughout the methods courses. However, some beliefs did change significantly, and these changes could be attributed to the ideas presented and discussed in the methods courses. Therefore this study points to the need for educators to continue to provide their students with

with opportunities to examine and surface their tacit beliefs about how foreign languages are learned and how they should be taught.

Future research would benefit through revision of the surveys to include statements reflecting current practice, such as the use of technology and the *Standards for Foreign Language Learning*. In addition, it would be interesting to follow participants throughout their teaching careers to document their growth, with the aim of better understanding teacher beliefs and how they influence their practices.

NOTE:

[1] Horwitz (1985) adapted the FLAS from Rebecca de Garcia, Sue Reynolds, & Sandra J. Savignon, 1974, Nashville Metropolitan Public Schools.

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APPENDIX A
FOREIGN LANGUAGE ATTITUDE SURVEY (FLAS)

[Adapted from Rebecca de Garcia, Sue Reynolds, Sandra J. Savignon; Copyright 1974, Nashville Metropolitan Public Schools]

This attitude survey has been developed to serve as a tool for helping teachers explore their own attitudes and assumptions concerning foreign language learning and teaching.

React to each of the statements below by circling one of the following responses: 5—strongly agree; 1—strongly disagree.

1. Foreign languages are hard to learn.	5	4	3	2	1
2. Language learning should be fun.	5	4	3	2	1
3. "Proficiency" means *correct* application of the four skills.	5	4	3	2	1
4. The student's motivation to continue language study is directly related to her/his success in actually learning to speak the language.	5	4	3	2	1
5. A good foreign language teacher does not need audio-visuals to build an effective program.	5	4	3	2	1
6. It is important for students to learn rules of grammar.	5	4	3	2	1
7. The teacher should always require that the responses in the target language be linguistically perfect.	5	4	3	2	1
8. The sound system of the foreign language should be taught separately at the beginning of the first sequence of instruction along with phonetic transcription.	5	4	3	2	1
9. Taped lessons generally lose student interest.	5	4	3	2	1
10. One problem with emphasizing oral competence is that there is no objective means of testing such competence.	5	4	3	2	1
11. The inclusion of cultural material in a second language course increases student motivation to learn and speak the language.	5	4	3	2	1
12. Learning a second langauge requires much self discipline.	5	4	3	2	1
13. Pattern practice does not provide a meaningful context for learning to use the target language.	5	4	3	2	1
14. Today's students won't take foreign languages because they don't want to work.	5	4	3	2	1

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15. Language learning ability is innate; therefore, everyone should be capable of learning a second language if she/he is capable of learning a first language.	5	4	3	2	1
16. The language laboratory is an indispensible device for teaching and learning a second language.	5	4	3	2	1
17. Second-language learning should begin in elementary school.	5	4	3	2	1
18. It usually happens that the major part of a student's grade in a foreign language course reflects her/his performance on written tests.	5	4	3	2	1
19. Simulated real-life situations should be used to teach conversation skills.	5	4	3	2	1
20. Foreign language teachers need not be fluent themselves in order to teach effectively for communication.	5	4	3	2	1
21. Students should answer a question posed in the foreign language with a complete sentence.	5	4	3	2	1
22. Speaking and listening are the skills which we should stress most in our language classes.	5	4	3	2	1
23. When a student makes syntactical errors, this should be regarded as a natural and inevitable part of language acquisition.	5	4	3	2	1
24. If English teachers taught grammar as they should, it would be easier for us to teach a second language.	5	4	3	2	1
25. The ability to exchange ideas in a spontaneous context requires skills far beyond a knowledge of linguistic structures.	5	4	3	2	1

APPENDIX B
BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)
TEACHER VERSION

[Adapted from Horwitz, 1981, 1985]

Below are beliefs that some people have about learning foreign languages. Read each statement and then decide if you 1) strongly agree, 2) agree, 3) neither agree nor disagree, 4) disagree, 5) strongly disagree. Questions 4 and 11 are slightly different and you should mark them as indicated. There are no right or wrong answers. We are simply interested in your opinions.

1.	It is easier for children than adults to learn a foreign language.	5	4	3	2	1
2.	Some people are born with a special ability which helps them learn a foreign language.	5	4	3	2	1
3.	Some languages are easier to learn than others.	5	4	3	2	1
4.	The language am planning to teach is: 1. a very difficult language 2. a difficult language 3. a language of medium difficulty 4. an easy language 5. a very easy language					
5.	It's important to speak a foreign language with an an excellent accent.	5	4	3	2	1
6.	It is necessary to know the foreign culture in order to speak a foreign language.	5	4	3	2	1
7.	You shouldn't say anything in the foreign language until you can say it correctly.	5	4	3	2	1
8.	It is easier for someone who already speaks a foreign language to learn another one.	5	4	3	2	1
9.	It is better to learn a foreign language in the foreign country.	5	4	3	2	1
10.	It's ok to guess if you don't know a word in the foreign language.	5	4	3	2	1
11.	If someone spent one hour a day learning a language, how long would it take her/him to become fluent? 1. less than a year 2. 1-2 years 3. 3-5 years 4. 5-10 years 5. You can't learn a language in 1 hour a day					
12.	Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.	5	4	3	2	1
13.	It's important to repeat and practice a lot.	5	4	3	2	1

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14.	If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.	5	4	3	2	1
15.	Learning a foreign language is mostly a matter of learning a lot of grammar rules.	5	4	3	2	1
16.	It's important to practice in the language laboratory.	5	4	3	2	1
17.	Women are better than men at learning foreign languages.	5	4	3	2	1
18.	It is easier to speak than understand a foreign language.	5	4	3	2	1
19.	Learning a foreign language is different from learning other school subjects.	5	4	3	2	1
20.	Learning another language is a matter of translating from English	5	4	3	2	1
21.	If students learn to speak this language very well, it will help them get a good job.	5	4	3	2	1
22.	It is easier to read and write a language than to speak and understand it.	5	4	3	2	1
23.	People who are good at math and science are not good at learning foreign languages.	5	4	3	2	1
24.	Americans think that it is important to speak a foreign language.	5	4	3	2	1
25.	People who speak more than one language well are very intelligent.	5	4	3	2	1
26.	Americans are good at learning foreign languages.	5	4	3	2	1
27.	Everyone can learn to speak a foreign language.	5	4	3	2	1
28.	It is important to expose learners to the natural speech of native speakers.	5	4	3	2	1
29.	Technology can enhance language learning.	5	4	3	2	1
30.	It is necessary to modify texts written for native speakers because otherwise they are too difficult to understand.	5	4	3	2	1

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